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ABSTRACT

This learning module is designed for the teacher of children in the middle school years. The purpose is to prepare the teacher to foster in the children a positive self-image thus improving their academic achievement and ability to cope with life situations. The module contains self-evaluation tests and perception tests as well as an extensive bibliography for further reading on the subject. (JD)

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MIDDLE SCHOOL TEACHER CORPS PROGRAM

School of Education

University of Pittsburgh

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LEARNING MODULE - THE SELF THEORY AND THE TRANSESCENT

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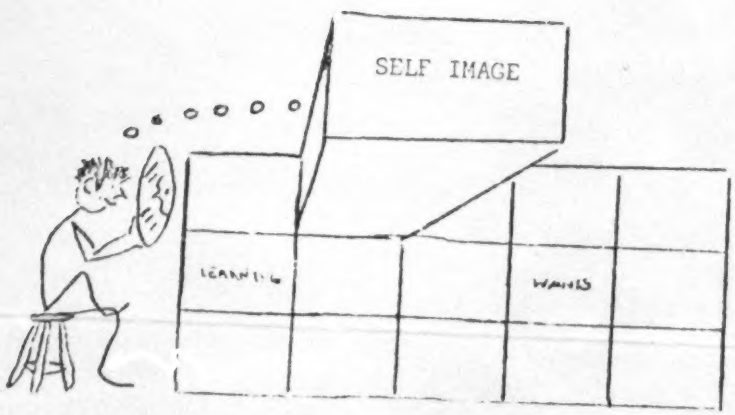

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by: M.A. Knopp
April, 1974

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Let people realize clearly that every time they threaten someone or humiliate or hurt unnecessarily or dominate or reject another human being, they become forces for the creation of psychopathology, even if these be small forces. Let them recognize that every man who is kind, helpful, decent, psychologically democratic, affectionate, and warm, is a psychotherapeutic force even though a small one.

Abraham H. Maslow, Motivation and Personality

EACH PERSON VIEWS HIS WORLD THROUGH HIS OWN UNIQUE AND PERSONAL SCREEN

Prerequisite Behavior:

The participant will have mastered the following learning modules:

a. Behavioral Objectives

b. Individualized Instruction

c. Affective Education

d. Learning Module Module

Prologue:

Historically, the self-theory had its beginnings with the emphasis on the "cogito" or "self," as a cognitive substance. Philosophers, Lock and Berkeley, examined this theoretical construct. With the turn of the twentieth century and the insurgence of the behaviorist movement, the self-theory faded from the literary scene. Today, with the emerging characteristics of society in the rediscovery of the infinite value of the individual, the self-concept has had a resuscitation in such areas as psychology, sociology and educational theory.

Reflections from current psychological theory indicate a mounting interest in the relationship of an individual's behaviors to his self-concept. According to Combs, "the self-concept, we are finding is so tremendously important that it affects practically everything we do." Rodgers, whose theoretical formulations have consolidated into a self-theory of personality, maintains that "most of the ways of behaving which are adapted by the organism are those which are consistent with the concept of self." As reported by Purkey who has condenced much of the research findings relating to the self-concept and academic achievement, it is becoming evident that

> ...student failures in the basic school subjects, as well as misdirected motivation and lack of commitment characteristic of the underachiever, the dropout, the culturally disadvantaged, and the failure, are in large measure the consequence of faulty perceptions of the self and the world. Many students have difficulty in school, not because of the low intelligence or poor eyesight, but because they have learned to see themselves as incapable of

> handling special school activities such as atheletics, dramatics, public speaking, student leadership roles, music, and club participation. Indeed, . . . it would seem difficult to overestimate the pervasive impact of the self on human accomplishment.

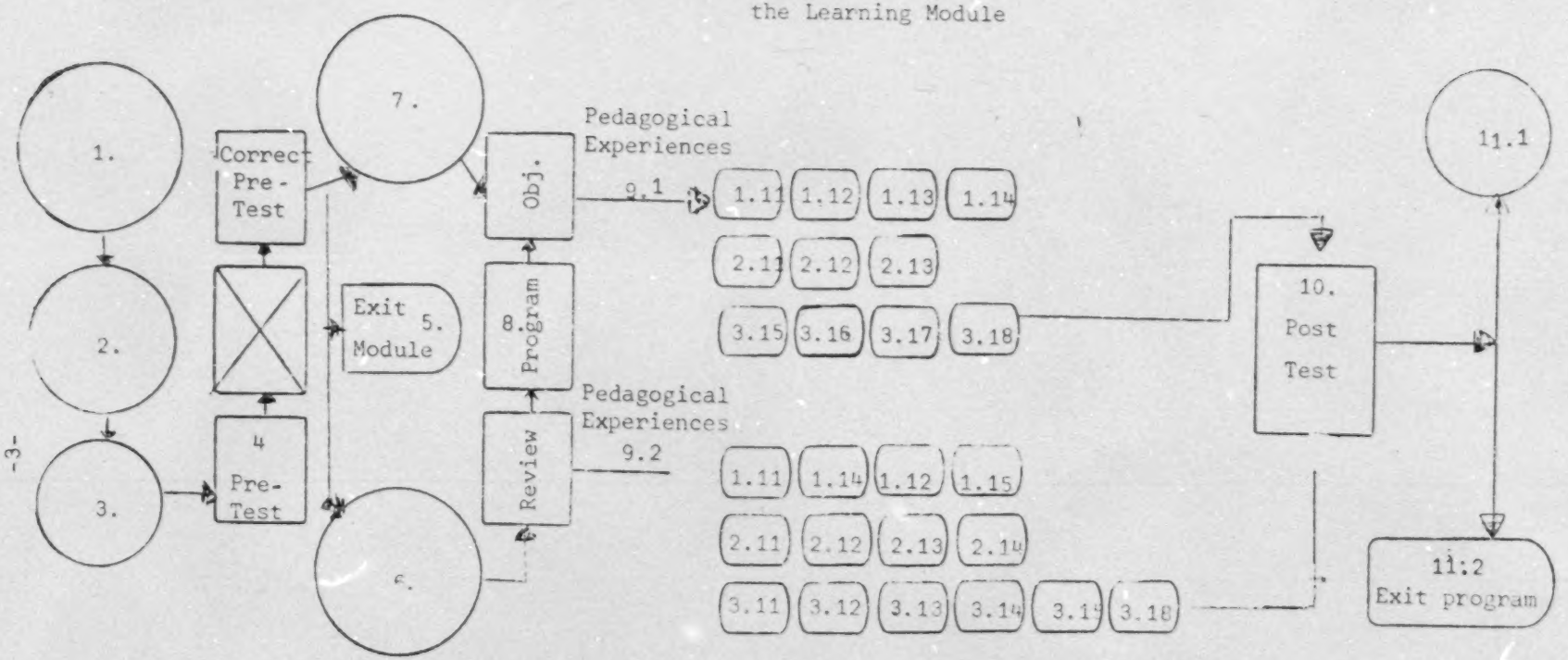
Thus, it appears that an understanding of the middle school student's perceptions about himself and his environment are essential if educators are to provide curricula that meet the needs of each student and promote maximum development.

Purpose:

With the intellectual revolution of the past decades has come a demand for a greater number of persons who have attained a vast body of knowledge and skills. Meeting the technological complexities of this era is the challenge which educators of youth assume in accepting the responsibility for assisting all individuals to develop and utilize those knowledges and skills. In addendum to the need for greater experience is the essentiality for an increase in the number of persons who are considered able to attain proficiency in performance.

With the assumption, stated by Conant, that only one-fifth to one-fourth of our students have the ability basic for high achievement and that little can be done for others, the nation's collective achievement and development will be limited unnecessarily. Such an assumption penalizes our growth as a nation. An examination of the literature on the self-concept and its relationship to human development, behavior and achievement reveals a need for education to address itself to the task of instilling in each individual a positive sense of worth. The goal of this learning module is to provide the theory, skills and instructional strategies necessary to foster a positive self-development program and promote higher levels of achievement in the transescent.

Figure 1: Summary Network for Self-direction within the Learning Module



1. Review Prerequisite Behavior
2. Review Prologue
3. Review Purpose
4. Take Pre-Test and correct
5. Exit the module with a score of 90-100% on the Pre Test.
6. With a score of 50% or below progress to 9.2.
7. With a score of 60-90% progress to step 9.1 for pedagogical experiences.
8. Review terminal objectives and enabling behaviors.
9. Pedagogical Experience Route.
10. Take Posttest

11.1 With a score below 90% continue learning module study.
11.2 Exit the module with a score of 90-100%.

TERMINAL OBJECTIVES:	ENABLING BEHAVIORS
	Identify conditions and experiences that contribute to an adequate or inadequate self-concept.
Internalize the theoretical and conceptual elements of the self-theory regarding transescent development and behavior in order to conceptualize new learnings and human interaction phenomenon.	State definitions for specified terms.
	Examine research reports relative to student self-concept.
	Explicate special growth processes subsumed in self-concept formation.
**********	**********
	Locate self-concept measures.
	State limitations of selected self-concept tests.
	Categorize expressions of an individual with a positive self-concept.
Employ systematic procedures in organizing, analyzing and interpreting information concerning the developmental and psychological needs, behaviors and learning processes of the transescent.	Categorize expressions of an individual with a negative self-concept.
	Share data collected with a small peer group.
	Identify a problem focus for professional growth in diagnosing psychological needs.
	Report perceived verbal interactions.
	Collect and interpret information pertaining to the transescent.
**********	**********

TERMINAL OBJECTIVES:	ENABLING BEHAVIORS
Integrate instructional skills and guidance techniques which nurture a positive student self-development program.	Modify classroom methods. Explain methods for helping specific students. Discriminate behavior of students which deviates from the selected norm. Design a peer tutoring program booklet. Conduct a pilot study employing the tutor training booklet. Employ the force field analysis technique. Plan an intervention program. Evaluate a colleague's intervention program.
**********	**********

Terminal Objective:

1.1 Internalize the theoretical and conceptual elements of the self-theory regarding transescent development and behavior in order to conceptualize new learnings and human interaction phenomenon.

Pedagogical Experience:

1.11 Identify and list ten antecedent conditions and experiences that enhance or lessen attitudes towards "self."

1.12 Define the following terms: self-report, self-concept, self-esteem, a construct, self-evaluation, self-ideal, self congruence, ideal self, "parataxic" mode, "syntaxic" mode, and "significant other."

1.13 In order to understand the role of self-concept, select five theorists who have made valuable contributions to this psychological construct and generate the predominent characteristics of their theories.

1.14 Summarize in narrative form five research "self" studies conducted by prominent personality theorists.

1.15 Outline the historical growth processes in the formulation of the self-concept (include the structure, function, and quality).

Pedagogical Media:

1.111 Combs, Arthur. "Intelligence from a Perceptual Point of View" Journal of Abnormal and Social Psychology, 1952, Vol. 47. pp. 662-673.

1.112 Coopersmith, Stanley. The Antecedents of Self-Esteem. San Francisco: H. Freeman and Company, 1967.

1.1121 Read: Chapter 1 & 2, pp. 1-44.

1.113 Erikson, Erik. "Youth and the Life Cycle" Children, Vol. 7, No. 2, April, 1960.

1.114 Jersild, Arthur. "Social and Individual Origins of the Self." Child Psychology, 5th ed. Englewood Cliffs, New Jersey:Prentice Hall, Inc.

1.115 LaBenne, W., Greene B. Educational Implications of Self-Concept Theory. Pacific Palisades, California: Goodyear Publishing Company, Inc., 1969.

1.1151 Read: Chapter 1 & 2 pp. 1-21.

1.116 Evans, Ellis. Adolescents Reading in Behavior and Development. Hinsdale, Illinois: The Dryden Press, Inc. 1970.

1.1161 Read: handout

1.117 Purkey, William. Self-Concept and School Achievement. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1970.

1.1171 Read: Chapter 1, pp. 1-14
Chapter 2, pp. 28-43

Terminal Objective:

2.1 Employ systematic procedures in organizing, analyzing and interpreting information concerning the developmental and psychological needs, behaviors and learning processes of the transescent.

Pedagogical Experiences:

2.11 After locating and reviewing three self-concept measures, (inventories, projective tests, questionnaires or adjective checklists) prepare a brief summary exploring the procedures, difficulties and restrictions inherent in measuring the construct.

2.111 Read: "A Phenomenological System of Psychology" by Donald Snygg.

2.112 Read: "Measurement of the Self-Concept" by Boyd R. McCandles

2.12 Design two hypothetical monologues: one for a transescent with a positive self-image, another which would reflect in appraisal and related experiences a negative self-image.

2.13 Make observations of interactions of persons with a child who you identified as having a negative self-concept and ascertain specific verbal patterns or behaviors which would validate or invalidate your hypothesis.

2.14 List ten behaviors a middle school student might exhibit if he viewed himself as inadequate. (i.e. fears criticism).

Pedogogical Media:

2.111 Fink, Martin. "Self-Concept as it Relates to Academic Underachievement." California Journal of Ed. Research. Vol. XIII, pp. 57-62.

2.112 Smith, M., Brahce, Carl. "When School and Home Focus on Achievement." Educational Leader, Vol. 20, 1963, pp. 314-318.

2.113 Schein, Edgar. Process Consultation: Its Role in Organization Development. California: Addison-Wesley Publishing Co., 1969.

2.1131 Read: Chapter 3, pp. 15-30

Terminal Objective:

3.1 Integrate instructional skills and guidance techniques which nurture a positive student self-development.

Pedagogical Experiences:

3.11 Explicate one teaching strategy for enhancing the self-concept of students who are impeded in their performance by a low self-evaluation of their academic abilities.

3.12 To facilitate a successful peer tutoring relationship and enhance the development of a positive self-image, design a training booklet for a student. Select an academic theme or use the "self" as a topic. Include helpful principles, strategies and exercises to sustain a successful peer tutoring program.

3.13 Conduct a pilot study employing the tutor training booklet with three groups of two middle

school students who give indication of being hindered in their academic performance by feelings of inadequacy and low self-worth.

3.14 Formulate an abstract of the pilot study findings for the tutor training program.

3.15 Select a middle school student whose conceptions of his inability to learn seem to restrict his achievement, even though his abilities tend to be greater than demonstrated. Complete the following process steps:

3.151 Identify the problem.

3.152 Apply a force field technique in diagnosing the problem.

3.153 List forces for and against.

3.154 Rank the forces.

3.155 Gather necessary data through conferences, tests, observations, etc.

3.156 Evaluate data and generate other forces.

3.16 Plan a five week intervention program which might be implemented with the student who was specified in 3.15. Write a detailed description of the program goals, design, strategies, materials, and assessment procedures.

3.17 Have a colleague evaluate the intervention program designed for pedagogical experience 3.16 and record the comments or recommendations on the form provided. (Appendix F)

3.18 Complete the personal/professional development chart. (Appendix D)

Pedogogical Media:

3.111 Greer, M., Rubinstein, Bonnie. Will the Real Teacher Please Stand Up. California: Goodyear Publishing Company. 1972.

3.111 Read: Introduction

3.112 Krech, D., Crutchfield, R., and Ballachey, E. Individual in Society. New York: McGraw-Hill Book Company, Inc., 1962.

3.113 LaBenne, W., Greene B. Educational Implications of Self-Concept Theory. Pacific Palisades, California: Goodyear Publishing Company, Inc. 1969.

3.1131 Read: Chapters 3-10, pp. 22-129.

3.114 Maslow, Abraham. Toward a Psychology of Being. Litton Educational Publishing, Inc.

3.1141 Read: "Defense and Growth"

3.115 Purkey, William. Self Concept and School Achievement. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

3.1151 Read: Chapters 3-4, pp. 28-65

3.116 Rodgers, Carl. "Personal Thoughts on Teaching and Learning" On Becoming a Person.

3.1161 Read: Chapter 13, pp. 275-278

3.117 Thompson, George, Hennicut, Clarence. "The Effect of Repeated Praise or Blame on the Work Achievement of 'Introverts' and 'Extroverts.'" Journal of Educational Psychology. Vol. 35, pp. 257-266.

Reference List for Continued Study:

Jersild, A. T. In Search of Self. New York: Columbia University Teachers College, 1952.

Perkins, H. V. "Factors Influencing Change in Children's Self-Concepts." Mimeographed Materials, University of Maryland, 1968, from Child Development, Vol. 29, 2, 1958.

_____. "The Pursuit of Self-esteem; The Middle-Childhood Years." Newsletter, Division of Developmental Psychology, American Psychological Association. 1960.

Shaw, M., Edson, K. and Bell, H. "The Self-Concept of Bright Underachieving High School Students as Revealed by an Adjective Checklist." The Personnel and Guidance Journal, Vol. 36, No. 3, 1960, 193-196.

Stephenson, W. The Study of Behavior: Q-Technique and Its Methodology. Chicago: University of Chicago Press, 1953.

Yeatts, P. P. "Developmental Changes in the Self-Concept of Children Grades 3-12." Research Bulletin, The Florida Educational Research and Development Council, Vol. 3, No. 2, 1967.

NAME:_____ DATE:_____

TITLE:_____ TEACHING SITUATION_____

REACTION SURVEY

1. Pedagogical experience which I recommend be revised and why

2. Pedagogical experiences which I recommend be deleted from the learning module and why

3. I thought the following experiences were the most worthwhile for my situation at the _____: because . . .

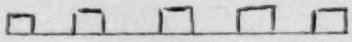
4. I thought the following experiences were the least useful:

5. I thought the following experiences were the least difficult but the most interesting:

Reaction survey (Continued)

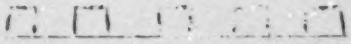
Knowledge component:

relevant to my program of studies



irrelevant to my program of studies

adequate coverage of the topic

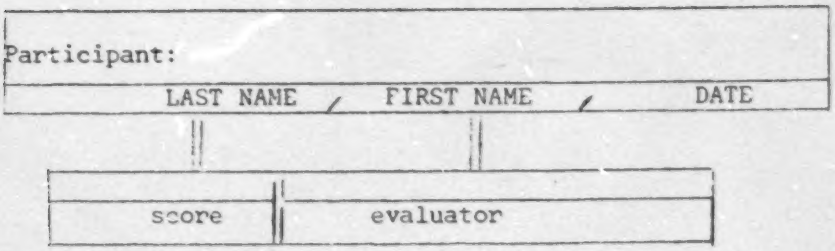


inadequate coverage of the topic

APPENDICES

APPENDIX A

Pre-Test



PRE-TEST

Purpose: The pre-test is designed to diagnose your competencies with respect to the self-theory and its application to child study and the middle school learning program. The percentage you receive on the pre-test will indicate your placement and pedagogical experience route through the learning module.

Directions: There are ten multiple-choice items; you will be allowed 10 minutes to complete the test. For each item, select the answer which best completes the statement or answers the question, and circle the letter of that answer. Your score will be the number of items answered correctly and will be recorded in percent form.

1. It is virtually impossible to examine the psychological development of the transescent without encountering a reference to the self-theory. Which statement is least representative of self-theory?

   a. Behavior is mediated by one's perceptions and self-reference tendencies regardless of how closely such perceptions correspond to reality.

   b. Behavior is motivated in terms of the maintenance, enhancement, and actualization of self.

   c. The organization and generality of the self-concept is thought to increase successively with age.

d. Self-perceptions of a given individual accrue from objective estimates of others.

e. None of the above.

2. Which statement best supports the inclusion of a child study program at the middle school level?

a. Each transescent is unique.

b. The identity crises phenomenon is evidenced during adolescence.

c. There are reasons why a transescent behaves as he does.

d. "The cultural discontinuity" principle purported by Benedict.

e. Summative evaluation practices are vital to educational growth.

3. A person with a phenomenological orientation would process data concerning the relative status of an individual's self-esteem, self-concept or self-acceptance through the use of the following technique (s):

a. The self-ideal self-discrepancy process.

b. The "Who Am I?" technique.

c. The topological approach.

d. The adjective checklist.

e. a, b, & c

f. a, c, & d

4. Which one of the following teaching behaviors is less supportive of a positive self-development program for the transescent?

   a. Recognizing successes of students in terms of previous learnings.

   b. Establishing clear expectations for the transescent which are consistent with grade level achievement norms.

   c. Encouraging the student to participate in experiences which tend to precipitate withdrawal behaviors.

   d. Permitting students to challenge teacher opinions.

   e. Remembering to view minor disciplinary infractions as understandable and not as a personal insult.

5. Which self-report inventory would be the most inappropriate measure of a middle school student's self-concept or self-acceptance?

   a. The Bledsoe Self Concept Scale

   b. The Q-Sort

   c. The How-I-See-Myself-Scale

   d. The Incomplete Sentence Blank (ISB)

   e. The Self-Concept as a Learner Scale

6. Which behavior does not seem to be significant for teachers to implement in building positive self-concepts in the transescent, as cited in Purkey's research findings, 1967?

   a. To view each student as a person of worth.

   b. To be sensitive to the student's perspectives.

   c. To provide opportunities and indirect guidance for group and individual decision making.

d. To provide an instructional environment characterized by warmth, respect, and safety.

e. To assure each student that he is capable of coping with the school's expectations.

7. Implied from research studies, which one of the following characteristics is correlated with an inadequate "self-structure"

a. less anxiety

b. popularity

c. last born in the family

d. high motivation for social approval

e. little discrepancy between perceived self and ideal self

8. Which one of the following psychologists has written extensive literature relative to the self-referent construct?

a. D. Snygg

b. G. Piel

c. S. Gordon

d. L. Stone

9. Recent research study results dealing with developmental changes in the self-concept would support which hypotheses?

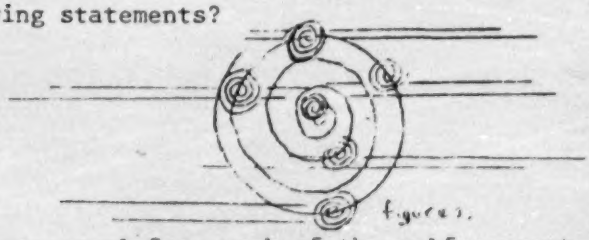
a. Aspects of the self-concept reinforced by "significant others" are more resistent to change.

c. The self-concept does not display the quality of stability.

d. Intelligence shows a significant relationship to the self-ideal congruency.

e. The developmental self-concept patterns tend to be the same for boys and girls.

10. Figure 1, below would best illustrate which one of the following statements?



a. "The conceptual framework of the self-concept encompasses three major components: structure, function and quality."

b. The "life space" the individual's goals, future plans and events, is a complex internal mechanism which produces behavior.

c. "The self concept is a group of abstrations which the individual would place the highest value on and retain."

d. "The self is a complex system of beliefs which an individual holds true about himself, each belief with a corresponding value."

e. none of the above

APPENDIX B

PRE-TEST - Answer key

1. d
2. c
3. e
4. b
5. b
6. c
7. d
8. a
9. e
10. d

APPENDIX C

SPECIFICATION CHART

	Pedagogical Experiences																			
Knowledge Classification	Pre	1.11	1.12	1.13	1.14	1.15	2.11	2.12	2.13	2.14	3.11	3.12	3.13	3.14	3.15	3.16	3.17	3.18	Post
terminology	6-8	X	X												X				6-7
theories	1-7			X					X			X							3-4
classification	5-10	X			X				X	X									1-5
methodology	2-4												X		X	X			9
generalizations	3-9				X	X													2-8
Cognitive Behaviors																			
interpretation					X	X									X				
analysis				X						X					X			X	
synthesis								X			X	X			X				
evaluation							X	X	X	X			X	X			X	X	
extrapolate												X							

-23-

APPENDIX D

A PLAN FOR CONTINUED PERSONAL AND PROFESSIONAL GROWTH:

Desired changes in personal or professional development - unplanned - are rarely realized
A deliberate - planned - intent makes sense.
Please fill in the following:

Qualities or skills I plan to develop in myself. (areas of needed improvement?	How I plan to undertake such development	When I plan to do this
1.		
2.		

APPENDIX E

Item 5

Parker - Adjective Check List*

DATE_____ STUDENT'S NAME_____

SITUATION_____ TEACHER'S NAME_____

INSTRUCTIONS:

This is a test to see how a person describes himself. Read each sentence carefully. Rate each sentence according to the way it best fits you as a person. There are five ways you can rate the sentence. Each of the five ways is described by a number. Circle the number that best describes how the sentence fits you. Be sure to complete the ratings for each sentence.

1.	I'm good in school work	1 2 3 4 5	I'm not good in school work
2.	Mostly I have good ideas.	1 2 3 4 5	My ideas are poor.
3.	I'm a worthwhile person	1 2 3 4 5	I'm not a worthwhile person.
4.	I'm pretty strong.	1 2 3 4 5	I'm not too strong.
5.	Most people trust me.	1 2 3 4 5	Most people don't trust me.
6.	Teachers like me pretty well	1 2 3 4 5	Teachers don't like me too much.
7.	I can do most things well.	1 2 3 4 5	I do very few things well.
8.	I'm a happy person.	1 2 3 4 5	I'm an unhappy person.
9.	I'm healthy.	1 2 3 4 5	I'm not too healthy.

*University of Florida

Item 5

10.	I'm popular.	1 2 3 4 5	I'm not too popular.
11.	I'm a good reader	1 2 3 4 5	I'm not a good reader
12.	I'm a hard worker	1 2 3 4 5	I'm not a good worker.
13.	I'm very shy.	1 2 3 4 5	I'm not shy.
14.	I don't get tired quickly.	1 2 3 4 5	I get tired quickly.
15.	Other people find me interesting	1 2 3 4 5	I'm not too interesting to others.
16.	I work well with others in school	1 2 3 4 5	I don't work well with others in school
17.	I'm pretty brave.	1 2 3 4 5	I'm not brave.
18.	I'm pretty smart	1 2 3 4 5	I'm not very smart
19.	I'm not tall enough	1 2 3 4 5	I'm tall enough.
20.	Most people are fair with me.	1 2 3 4 5	Most people are unfair with me.
21.	I don't do well in class discussion.	1 2 3 4 5	I do well in class discussion.
22.	I handle most of my problems well	1 2 3 4 5	I can't handle my problems very well.
23.	I'm a helpful person	1 2 3 4 5	I'm not too helpful.
24.	I'm good looking.	1 2 3 4 5	I'm not too good looking.
25.	Most people are hard for me to get along with.	1 2 3 4 5	Most people are easy for me to get along with.
26.	I'm mostly happy in class.	1 2 3 4 5	I'm mostly unhappy in class.

Item 5

27.	I can usually finish what I start	1 2 3 4 5	I never finish most things.
28.	I'm proud of me.	1 2 3 4 5	I'm not too proud of me.
29.	I handle my body well in sports and games.	1 2 3 4 5	I don't handle my body well in sports and games.
30.	I'm not often sorry for others.	1 2 3 4 5	I'm often sorry for others.

APPENDIX F - COLLEAGJE EVALUATION FORM

INTERVENTION PROGRAM

COMMENTS AND RECOMMENDATIONS

APPENDIX G

PARTICIPANT:		
Last name / first name	/	date

score	evaluator

POSTTEST

Directions: There are ten multiple-choice items; you will be allowed 10 minutes to complete the test. For each item, select the answer which best completes the statement or answers the question, and circle the letter of that answer. Your score will be the number of items answered correctly. Record your test score in percentage form; ten percent for each correct answer.

1. Which principle (s) or assumption (s) is/are essential to a phenomenological system?

   a. The phenomenological field of an organism is rigid and constant.

   b. The preservation and integrity of the phenomenal self are basic needs of an individual.

   c. All behavior is lawful.

   d. Behavior is determined by the individual's universe and how it is experienced at that moment.

   e. b, c & d.

   f. None of the above.

2. What factor does not seem to contribute to the formation of a positive self-image in a student?

   a. Parental consideration of attitudes displayed to the child.

   b. Amount of time spent with the parents.

c. Well defined parental expectations.

d. Respectful treatment from parents.

e. Parental warmth.

3. Which statement is most likely to be verified by research studies?

a. Good teaching and increased motivation can not elevate the I Q of students.

b. No relationship exists between a student's self-concept and social adjustment.

c. Sex differences do not seem to influence the relationship between the self-concept and achievement.

d. A correlation exists between parental evaluations and student's self-evaluations.

e. Socio-economic circumstances are related to a student's self-perceptions.

4. In terms of the theoretical foundations of the self-theory, the expression, self-report refers to

a. "a complex unity of cognitive-conative activities."

b. an agent which keeps a "psychic balance" between impulses and conscience behavior.

c. "... the organization of all that seems to the individual to be "I" or "me."

d. a symbol for the propriate functions of the personality.

e. "a description of self conveyed to an other individual."

5. Which condition has a tendency to contribute to the development of a negative attitude towards one's self.

   a. Authoritarian atmosphere

   b. Socio-economic status

   c. Ethnic group affiliation

   d. Religious affiliation

   e. None of the above

6. According to Allport, "... seven aspects of selfhood evolve at successive stages of life and do not function separately." This unity is termed the

   a. self-theory

   b. "proprium"

   c. "rational coper"

   d. "extension of self"

   e. "parataxic"

7. Which one of the following writers did not contribute to what is now considered the "self-theory?"

   a. A. T. Jersild

   b. E. Erikson

   c. C. Reich

   d. P. Leiky

   e. A. H. Maslow

8. Which statement is not a valid description of the structure or organization of the self-image?

   a. Remains stable across different areas of experience, sex, age, and role-defining situations.

   b. Is generally resistant to change because of the student's need for psychological consistency.

   c. Performs a selective and directive function relative to life style.

   d. May be conscious or unconscious.

   e. Is a report of one's own experiences and feelings.

9. Professional literature would not recommend which one of the following instructional techniques in relation to a positive self-development program?

   a. Provide competitive situations or experiences for each student.

   b. Plan opportunities for students to be accepted by their peer group.

   c. Employ the scientific method in the study of human behavior.

   d. Provide encouragement to each student even if you do not have the expertise in his field of interest.

10. Certain contemporary theorists employ the "self-as-process" and/or "self-as-subject" definition for the term "self". Which one of the following term is not essentially-equivalent in meaning to the "self-as-subject construct".

    a. James ' I

    b. Jung's self

    c. Frued's "Ich"

    d. Cooley's social self

    e. Devey's ego

APPENDIX H

POSTTEST - Answer Key

1. e
2. b
3. d
4. e
5. a
6. b
7. c
8. e
9. a
10. d